

BARNWELL 45 SCHOOL DISTRICT

660 Hagood Avenue
Barnwell, South Carolina 29812

GRADES PK-12

ENROLLMENT 2,720 Students

SUPERINTENDENT Carolyne S. Williams 803-541-1300

BOARD CHAIR Donald Kitt 803-259-3387

FISCAL AUTHORITY District Board/Referendum

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	13	7	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No

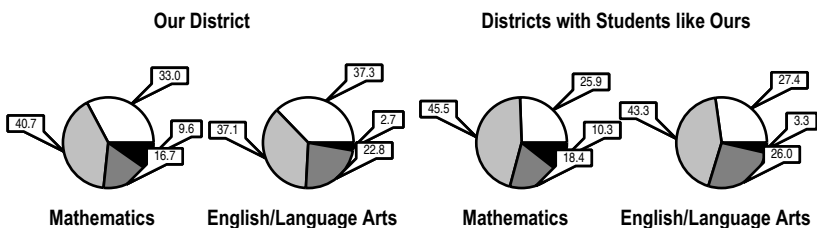
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	69.2	N/A	N/A	75.1	N/A	N/A
Passed 1 subtest	16.2	N/A	N/A	13.2	N/A	N/A
Passed no subtests	14.6	N/A	N/A	11.7	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	13.1	12.2
Seniors who met the SAT/ACT requirement	13.1	12.5
Seniors who met the grade point average	41.4	48.7

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,226	98.4	37.3	37.1	22.8	2.7	25.5
Gender							
Male	650	97.9	42.3	37.2	18.1	2.4	20.4
Female	576	99.0	31.7	37.1	28.2	3.1	31.3
Racial/Ethnic Group							
White	670	98.5	27.5	38.7	29.8	4.0	33.8
African-American	533	98.3	49.8	35.2	14.2	0.8	15.0
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	92.9	41.7	25.0	25.0	8.3	33.3
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,001	99.8	30.9	39.8	26.6	2.7	29.2
Disabled	225	92.0	68.0	24.1	4.9	3.0	7.9
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,226	98.4	37.3	37.1	22.8	2.7	25.5
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	1,226	98.4	37.3	37.1	22.8	2.7	25.5
Socio-Economic Status							
Subsidized meals	738	98.2	48.9	35.7	14.1	1.3	15.4
Full-pay meals	488	98.6	19.9	39.3	35.9	4.9	40.8
Mathematics							
All Students	1,226	98.5	33.0	40.7	16.7	9.6	26.3
Gender							
Male	650	98.0	35.9	35.9	16.1	12.1	28.2
Female	576	99.0	29.7	46.2	17.3	6.8	24.1
Racial/Ethnic Group							
White	670	98.8	22.6	40.2	22.6	14.6	37.2
African-American	533	98.1	46.6	40.9	9.0	3.5	12.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	92.9	16.7	50.0	25.0	8.3	33.3
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,001	99.8	26.6	43.5	19.2	10.7	29.9
Disabled	225	92.4	63.7	27.5	4.4	4.4	8.8
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,226	98.5	33.0	40.7	16.7	9.6	26.3
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	1,226	98.5	33.0	40.7	16.7	9.6	26.3
Socio-Economic Status							
Subsidized meals	738	98.2	43.4	40.8	11.4	4.4	15.8
Full-pay meals	488	98.8	17.3	40.7	24.5	17.5	42.0

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	225	99.1	28.5	33.8	35.3	2.4	37.7
	Grade 4	203	98.5	39.0	33.0	26.9	1.1	28.0
	Grade 5	230	99.6	45.9	38.2	15.0	1.0	15.9
	Grade 6	253	99.6	42.0	34.7	19.6	3.7	23.3
	Grade 7	204	97.1	33.3	48.6	18.0	N/A	18.0
	Grade 8	244	98.0	41.6	44.3	13.1	0.9	14.0
2004	Grade 3	189	99.5	23.9	31.4	38.3	6.4	44.7
	Grade 4	215	98.6	36.0	41.7	22.3	N/A	22.3
	Grade 5	190	99.5	39.7	39.7	20.6	N/A	20.6
	Grade 6	217	100.0	53.5	25.8	18.0	2.8	20.7
	Grade 7	223	99.1	35.5	46.4	16.4	1.8	18.2
	Grade 8	192	93.2	33.7	42.7	20.8	2.8	23.6

Mathematics								
2003	Grade 3	225	99.1	18.3	56.3	17.8	7.7	25.5
	Grade 4	203	98.5	23.6	45.1	18.7	12.6	31.3
	Grade 5	230	98.7	35.7	43.5	15.9	4.8	20.8
	Grade 6	253	99.2	40.4	35.3	15.6	8.7	24.3
	Grade 7	204	100.0	40.3	41.4	13.4	4.8	18.3
	Grade 8	244	98.0	57.7	33.8	5.9	2.7	8.6
2004	Grade 3	189	100.0	25.9	46.0	18.5	9.5	28.0
	Grade 4	215	98.6	26.5	40.3	21.3	11.8	33.2
	Grade 5	190	99.5	36.5	38.6	17.5	7.4	24.9
	Grade 6	217	99.5	32.4	39.4	18.1	10.2	28.2
	Grade 7	223	99.6	37.6	36.7	13.6	12.2	25.8
	Grade 8	192	93.2	40.4	48.9	7.9	2.8	10.7

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	201	98.5	19.8	36.0	28.4	15.7	44.2
Gender							
Male	95	96.8	27.2	30.4	30.4	12.0	42.4
Female	106	100.0	13.3	41.0	26.7	19.0	45.7
Racial/Ethnic Group							
White	103	97.1	9.0	32.0	34.0	25.0	59.0
African-American	95	100.0	31.9	41.5	20.2	6.4	26.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	172	98.3	11.3	38.1	32.7	17.9	50.6
Disabled	29	100.0	69.0	24.1	3.4	3.4	6.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	201	98.5	19.8	36.0	27.7	15.7	44.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	201	98.5	19.8	36.0	28.4	15.7	44.2
Socio-Economic Status							
Subsidized meals	91	98.9	32.6	41.6	23.6	2.2	25.8
Full-pay meals	110	98.2	9.3	31.5	32.4	26.9	59.3

Mathematics							
All Students	201	97.5	24.1	32.8	27.7	15.4	43.1
Gender							
Male	95	96.8	22.8	37.0	27.2	13.0	40.2
Female	106	98.1	25.2	29.1	28.2	17.5	45.6
Racial/Ethnic Group							
White	103	96.1	14.1	32.3	33.3	20.2	53.5
African-American	95	98.9	34.4	34.4	21.5	9.7	31.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	172	97.1	16.3	33.7	32.5	17.5	50.0
Disabled	29	100.0	69.0	27.6	N/A	3.4	3.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	201	97.5	24.1	32.8	27.7	15.4	43.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	201	97.5	24.1	32.8	27.7	15.4	43.1
Socio-Economic Status							
Subsidized meals	91	97.8	40.9	35.2	19.3	4.5	23.9
Full-pay meals	110	97.3	10.3	30.8	34.6	24.3	58.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	163	90.8%	145	13.1%	176	72.7%	N/A
Gender							
Male	80	92.5%	66	16.7%	87	65.5%	
Female	83	89.2%	79	10.1%	89	79.8%	
Racial/Ethnic Group							
White	99	97.0%	83	21.7%	98	80.6%	
African American	61	80.3%	60	1.7%	76	61.8%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	3	I/S	2	I/S	2	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	155	91.6%	134	14.2%	156	78.8%	
Disabilities other than speech	8	75.0%	11	0.0%	20	25.0%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	163	90.8%	145	13.1%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	163	90.8%	145	13.1%	176	72.7%	
Socio-Economic Status							
Subsidized meals	58	79.3%	57	1.8%	69	58.0%	
Full-pay meals	105	97.1%	88	20.5%	107	82.2%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	90.8%	94.3%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	176	587
Number of Diplomas	128	441
Rate	72.7%	74.6%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	512	495	529	502	1041	997
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	18.7	18.3	19.1	18.9	19.6	18.6	18.7	18.6	19.1	18.7
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 2,720)				
First graders who attended full-day kindergarten	100.0%	N/C	96.9%	97.2%
Retention rate	5.7%	Up from 0.2%	5.5%	5.3%
Attendance rate	95.6%	Up from 95.2%	96.0%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%		5.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%		5.1%	5.1%
Eligible for gifted and talented	7.9%	Up from 7.7%	14.4%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.5%	Up from 10.8%	11.9%	10.9%
Older than usual for grade	4.0%	Down from 4.1%	5.6%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.1%	1.0%	1.1%
Enrolled in AP/IB programs	4.6%	Down from 5.1%	10.4%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	64	Down from 123	224	157
Completions in adult education GED or diploma programs	20	Up from 16	50	39
Annual dropout rate	3.2%	Down from 3.9%	4.0%	2.9%
Teachers (n= 178)				
Teachers with advanced degrees	38.2%	Down from 40.2%	50.0%	50.0%
Continuing contract teachers	96.1%	Down from 96.2%	85.5%	84.6%
Highly qualified teachers**	93.5%	N/A	92.6%	92.5%
Teachers with emergency or provisional certificates	2.4%		3.9%	4.4%
Teachers returning from previous year	92.8%	Down from 94.4%	90.8%	89.9%
Teacher attendance rate	94.1%	No change	94.9%	94.7%
Average teacher salary	\$42,550	Up 2.5%	\$40,449	\$40,566
Vacancies for more than nine weeks	0.6%	N/C	0.3%	0.3%
Prof. development days/teacher	14.9 days	Up from 9.9 days	12.6 days	12.0 days
District				
Superintendent's years at district	1.0	Up from 0.0	3.0	3.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 19.2 to 1	21.3 to 1	21.0 to 1
Prime instructional time	88.5%	Up from 88.0%	89.4%	89.5%
Dollars spent per pupil*	\$6,557	Down 4.3%	\$7,217	\$7,217
Percent of expenditures for teacher salaries*	62.0%	Up from 61.6%	56.7%	55.6%
Opportunities in the arts	Good	No change	Excellent	Excellent
Parents attending conferences	97.2%	Down from 99.0%	97.4%	97.3%
Number of schools	3	No change	11	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.0%	No change	2.5%	4.3%
Average age in years of school facilities	40	Up from 39	26	26
Number of schools with SACS accreditation	3	No change	11	8
Average administrator salary	\$70,850		\$66,357	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	5 trustees elected to at-large seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	38.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

The mission of Barnwell School District 45 in partnership with home and community is to "Provide challenging, appropriately focused educational opportunities for children in a safe and nurturing school environment." Community support is essential in helping us fulfill our Mission. Students and staff in each of our schools benefit from services contributed by parents, community members, businesses and industries. More indicators relative to the district's Mission include:

All schools in Barnwell District 45 are fully accredited by the S.C. Department of Education and Southern Association of Colleges and Schools. Full accreditation assures minimum standards for class size, qualifications of teachers, school facilities, media centers, instructional materials, and curriculum.

The District places a high priority on the safety and welfare of students, staff, and visitors. Emphasis is placed on discipline intervention through character education and conflict resolution strategies. Each school implements a Safety Plan that includes procedures and measures to assure safe, secure learning environments.

Barnwell School District 45 provides a child development program for four-year-old children. The focus of this program, PACE (Parent and Child Education), is to prepare four-year-olds so they will have greater opportunities for success in future years.

Barnwell 45 teachers' salaries are among the highest in the state in an effort to attract and retain highly qualified teachers.

During the 2003-2004 school year Barnwell 45 implemented a new diagnostic test, Measures of Academic Progress, to better determine individual student strengths and weaknesses.

Progress in our new grade 4-6 elementary school has been monitored throughout the year and we look forward to occupying this facility for the 2004-2005 school year. We will also address the need for improvement of the facilities at all district schools. Barnwell 45 will continue its commitment to improve test results, increase parent involvement and improve student attendance.

Carolyn S. Williams, Superintendent